



## **GATEACRE SCHOOL**

### **EQUALITY AND DIVERSITY POLICY**

#### **Introduction**

Gateacre School is committed to work to eradicate discrimination and prejudice to create equality of opportunity. The school will not only fulfil its legal position in relation to current and future equality legislation but will go beyond compliance in providing and promoting opportunity for all students to succeed, free from any aspect of discrimination.

#### **Legal Duties**

The Governors and staff of Gateacre School acknowledge our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Act also provides for protection against discrimination by association, which provides protection for people who are discriminated against because someone close to them falls under the definition of one of the protected characteristics

In order to meet our general duties, we are required to:

Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Core Objectives:**

In fulfilling our legal obligations, we will be guided by seven core statements:

**Statement 1:** All learners are of equal value.

**Statement 2:** We recognise, welcome and respect diversity.

**Statement 3:** We foster positive attitudes and relationships, and a shared sense of belonging.

**Statement 4:** We observe good equalities practice, including staff recruitment, retention and development.

**Statement 5:** We aim to reduce and remove existing inequalities and barriers.

**Statement 6:** We consult and involve widely

**Statement 7:** Through the curriculum (Respect and Citizenship we promote British values, encouraging respect and tolerance across different cultures

## **Aim**

At Gateacre we aim to ensure that all our young people become great learners by providing an outstanding education, in an environment that is warm, friendly and caring.

## **Our ethos**

This is summarised by the following beliefs:

- Successful education is based on good relationships between staff and students. Mutual respect and co-operation are central to such relationships.
- Sensitive consideration of students by all staff increases their self-esteem which in turn produces greater achievement.
- All students are individuals with differing social backgrounds, talents, aspirations and needs. Each is entitled to mature and develop within a safe and caring environment so that individual potential may be achieved.
- Individual potential is most likely to be realised when staff always demand high yet realistic standards of effort, behaviour and achievement from their students.
- Students appreciate a disciplined environment in which staff act firmly, fairly and consistently.
- Problems are perfectly normal in a school where children are learning and testing the boundaries of acceptable behaviour. Our success is determined not by the absence of problems but by the collaborative way in which we deal with them.

## **Objectives**

- To ensure that all school policies and documents contribute to our aim and are consistent with our stated ethos
- To ensure that each student leaves their education with Gateacre with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all students

- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and students with parents/carers, governors and the local community, united in a common purpose

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

### Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> <li>• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>• The Governing Body will also agree the Equality Policy and objectives.</li> </ul>
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> <li>• Promoting key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</li> <li>• Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including student awareness. Ensure that all staff are</li> </ul>
Senior Leadership Team	<p>aware of their responsibility to record and report prejudice To support the Head Teacher as above.</p> <ul style="list-style-type: none"> <li>• Ensure fair treatment and access to services and opportunities.</li> <li>• Ensure that all staff are aware of their responsibility to</li> </ul>

Teaching staff	<ul style="list-style-type: none"> <li>• record and report prejudice related incidents.Help in delivering the right outcomes for student s.</li> <li>• Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum</li> <li>• Ensure awareness of responsibility to record and report prejudice related incidents.</li> </ul>
Support staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and equitable service to all stakeholders</li> <li>• Uphold the commitment made by the headteacher on how students and parents/carers can be expected to be treated ☐ Support colleagues within the school community.</li> <li>• Ensure awareness of responsibility to record and report prejudice related incidents.</li> </ul>

School Community	Responsibility
Parents/carers	<ul style="list-style-type: none"> <li>☐ Take an active role in supporting and challenging the school to achieve the commitment given to tackling inequality and achieving equality of opportunity for all.</li> </ul>
Students	<ul style="list-style-type: none"> <li>☐ Support the school to achieve the commitment made to tackling inequality.</li> <li>☐ Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.</li> </ul>
Local community	<ul style="list-style-type: none"> <li>☐ Take an active role in supporting and challenging the school to achieve the commitment given to tackling inequality and achieving equality of opportunity for all.</li> </ul>

### Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

### Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will be reviewed annually as part of our school development process.

Date of last review: November 2023

Date of next review: September 2024